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ABSTRACT

Reviewed are such techniques as classroom observation, using criteria for success in educational prescriptions, and plotting daily performance for evaluating the severely disturbed child. Included are such materials as a sample diagnostic test schedule, a paper on observation procedures, and graphs for recording behavior. (SBH)

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Procedures for Evaluating the Severely Disturbed Child

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A number of educators have recently concluded that educational intervention in the lives of students can be for either better or for worse. This conclusion should have a strong influence on educators, because it suggests that only with adequate skills, knowledge and processes can improved performance be expected. From either a moral or ethical standpoint then, it seems that the teacher has no recourse but to evaluate his/her work.

Although this might sound slightly ominous, it really isn't, or at least it shouldn't be. Effective educators almost seem to look forward to an evaluation of their work. They seem to say "Use whatever criteria you want and my process and products will look good, and if I don't agree with your findings, I'll show you my data." In fact, more and more, educators are discovering how simple evaluation procedures can be and how easily these procedures can be integrated into their general teaching strategy. My purpose today is to share some of the evaluation procedures we are using in our program and to make a case for the importance of effective assessment techniques.

Although evaluation is frequently thought of as consisting totally of initial assessment procedures, it encompasses much more. Nonetheless, as a point of departure let me share with you the initial assessment procedure we routinely employ in our program and then the manner in which this information is integrated into not only educational programs, but also a continuous evaluation strategy.

During our first contact with a child and his family, we obtain

EC 100726

assessment information in the following areas:

Insert Overheads 1 and 2 about here

Although we are able to do some standardized testing with our population, we have found that our evaluations are much more functional and useful if we also employ classroom observational procedures. Thus, in addition to standardized diagnostic procedures we also evaluate each student via a classroom observation procedure. The measure we have most frequently used is a modification of The Nelson Direct Observation Scale.

Insert Overheads 3 - 5 about here

Once a child has been accepted into our program, an attempt is made to specify expectation goals or exit criteria. The intent of this process is to specify those specific goals that a child must develop before being considered for placement in a least restrictive environment. The process that we have used in evaluating a child's movement towards achieving his exit criteria is again based on a daily classroom observation system. In fact, our procedure is a specific refinement of our initial classroom observation system. The procedure attempts to specify levels of behavior that have been identified as comprising a child's exit criteria. Let me give you an example of this process:

Insert Overheads 6 - 8 about here

Attempts to either accelerate or decelerate specific behaviors considered to be related to movement of a child into a less structured program are structured by means of a prescription. These prescriptions specify behavioral objectives, procedures, consequences, and assessment criteria. One behavioral prescription and the assessment procedure for this prescription can be seen here.

Insert Overheads 9 and 10 about here

Although it may seem that we accentuate social/emotional behavior changes in the children, which in some cases we do since the children typically come to us with many behavioral excesses and deficits, we are also interested in the academic performance of our students. The procedure for evaluating the academic performance of our students can take one of several forms. First, we might specify in our educational prescriptions the criteria for success and then devise a procedure for evaluating our success. Let me give you an example of this process:

Insert Overheads 11 and 12 about here

Another procedure that we might use in assessing academic performance is to plot the daily performance of a child on a specific academic subject.

Insert Overhead 13 about here

We also use informal evaluation procedures to assess a child's performance in a particular area.

Insert Overheads 14-15 about here

Summary:

In summary, let me again state that evaluation, in our estimation, is an area that cannot be neglected. We are adamant about this need and feel that evaluation is simply the process of using objective information to make decisions. The objective information is the evaluation data and our argument is that adequate decisions cannot be made without an evaluation strategy.

AREAS OF EVALUATION

1. Parent/Social Information
2. Intellectual Data
3. Emotional/Behavioral Data
4. Sensory/Perceptual Data
5. Language Data
6. Educational/Ademic Data

DIAGNOSTIC TEST SCHEDULE

Name_____Date_____
Date of birth_____

Please check each step completed in the analysis of the student:

_____1. Social history

_____2. School history

_____3. Physical developmental history

_____4. Child Interview

_____5. Vision-Telebinocular_____Other_____

_____6. Hearing-Audiometer_____Other_____

_____7. Vineland Social Maturity Scale

_____8. Personality Tests-DAP_____Other_____

_____9. Detroit Subtests

_____10. Interest tests-Personal Reinforcement Questionnaire____
Other_____

_____11. Intelligence-WISC_____Leiter_____Other_____

_____12. Achievement-PIAT_____

_____13. Diagnostic-Key Math____Durrell____Spache____Gates-McGinitie____Gray Oral____IRI____BESI____

_____14. Visual Efficiency-MVPT____VMI____Frostig____Bender____
Other____

_____15. Auditory Efficiency-Wepman____Goldman Fristoe____Other____

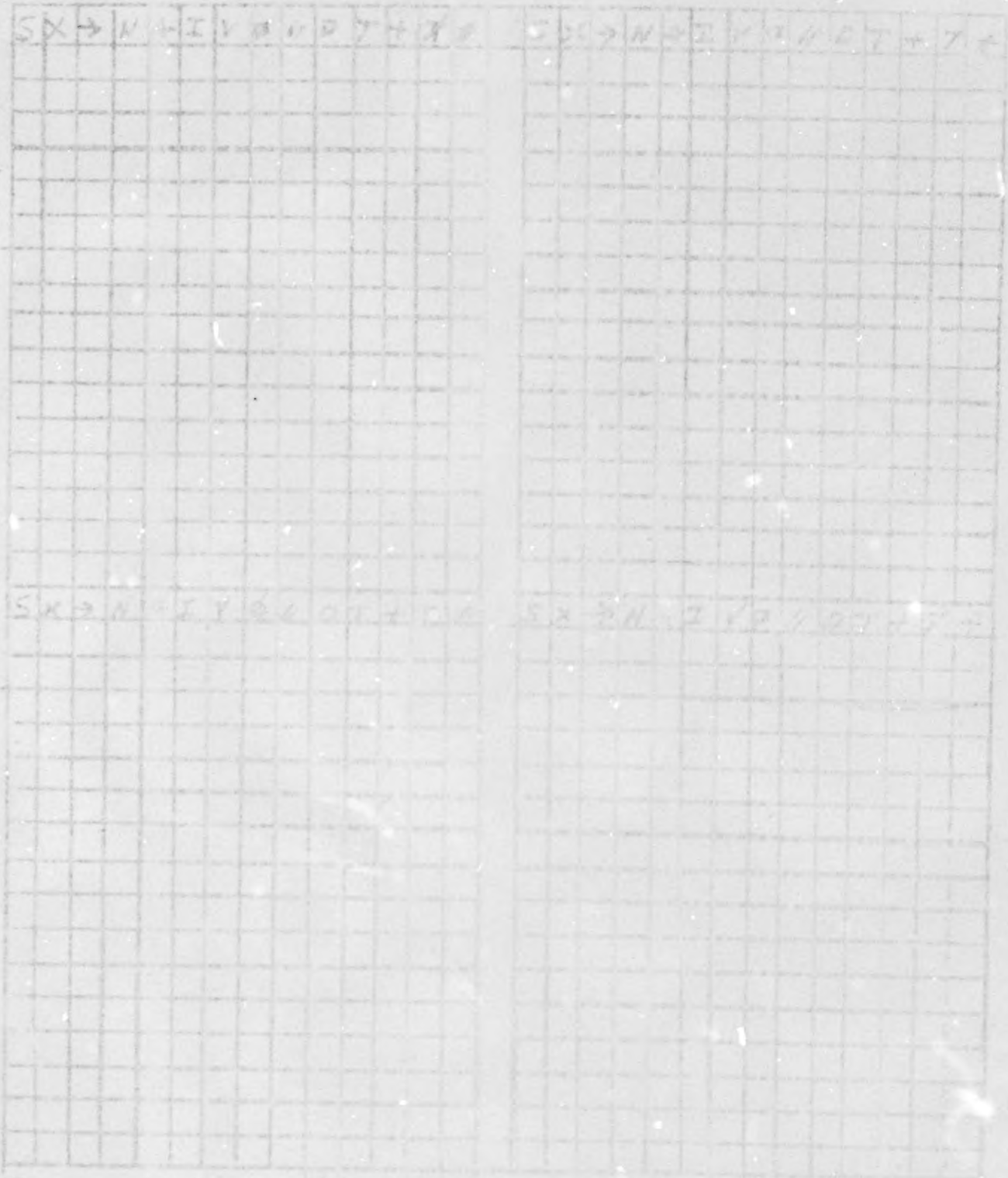
_____16. Motor Efficiency-PPMS____Ayers____Lincoln-Oseretsky____
Psychoed Inventory of Basic Learning Abilities____

_____17. Language-Engleman(BCI)____Myklebust____Utah____Boehm____
PPVT____

_____18. Speech-Oral peripheral____Voice____Fluency____Articulation____

_____19. Informal-Self Help____Motor____Communication____Social-ization____Reading____Math____Spelling____

_____20. Other previously administered tests:_____



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OBSERVATION PROCEDURES

General Situation

Observations were done in a task situation where the rules were clearly defined. In general, this was during individual, academic seat work. Data were not taken during group situations because it was found that rules tended to be relaxed and unclear. The observer seated himself close enough to the child to be able to hear what the latter was saying and to see what he was doing on his desk without the observer making himself obtrusive. The observer did not interact with the child or the class in any way.

The observers observed each child (one at a time) for 20 seconds and then recorded for 10 seconds the appropriate symbol describing the behavior of the child. Behaviors occurring during the 10 second period were never recorded. Thus, there were two observations per minute. Observation sessions lasted for 16 minutes daily.

Definitions of Observations

1. Deviant Behavior

a. Out of seat. This is operationally defined as any situation in which the normal seating surface of neither buttock is applied to the child's seat or in which there is movement of his desk or chair so that its ultimate stationary position is altered (thus swinging a seat on its axis or

its legs is excluded). Where a child is performing a permitted out-of-seat activity such as sharpening his pencil (after having gotten permission from the teacher) the child would not be marked as out of seat except a) when deviant behavior occurs during the permitted act such as "side trips", looking at things on the teacher's desk, stopping to talk, etc., or b) when the permitted activity is prolonged beyond a reasonable period of time or altered in some significant way.

b. Physical contact or disturbing others directly. This deviant behavior is operationally defined as any physical contact initiated or reciprocated between the child under observation and another person independent of the intent of the child (aggression or affection). Included here is physical contact made with another person by means of an object such as a book held in a hand or an object thrown, or some disturbance of another person or child by the subject in which there is contact not with the other's body but rather with objects about him such as his work, his desk, etc. Examples: grabbing objects or work, knocking objects off the other's desk, destroying his property or pushing his desk.

c. Audible noise. This deviant behavior is operationally defined as any non-vocal, non-respiratory noise

which is clearly audible and which is not an integral part of a non-deviant activity. Examples: Tapping a pencil, clapping, tapping feet, rattling or tearing papers, throwing a book on a desk, slamming a desk closed, etc.

d. 90 degree turn, seated. This deviant behavior is operationally defined as the turning of the head and/or body more than 90 degrees. The desk was used as a reference point. The exception is when the child wished to attract a teacher's attention and turned, raising his hand to attract attention.

e. Vocalization. This deviant behavior is operationally defined as a vocalization or other respiratory noise such as a whistle which is not task related and which is not physiological (this includes normal coughing or sneezing). Examples: answering teacher without first raising hand, talking to others without permission, muttering obviously to an audience, swearing, etc. Direct responses to a teacher's question were not scored, except when the content of what was said was clearly deviant, such as stating refusal to do work, putting off obeying instructions, swearing, etc. Working out loud was not included.

f. Isolation. The operational definition for this deviant behavior was the sending of a child out of the room as a punishment or placing the child in time out.

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g. Other deviant behavior. This category operationally took into consideration behaviors which did not fit easily into a category previously listed and which were situational rather than absolutely deviant. For example, engaging in a task other than that which was assigned, such as reading instead of doing arithmetic, drawing instead of reading, etc. Playing with clothes, playing with self, chewing gum, playing with a pencil, were not considered to be deviant. Also included in this area were stereotyped and psychotic-like behaviors.

h. Daydreaming. This deviant behavior was operationally defined as a child's being off task for more than 5 seconds by daydreaming or staring into space rather than through some active endeavor.

2. On Task - Off Task Activity

This was defined as an attempt to assess the child's attention to the designated task material. Attending was defined as eyes being applied to the task material or to the teacher for a period of not less than 15 out of 20 seconds or observation. Exceptions to this were when the child could be clearly seen to be on task even though his eyes were off his work; for example, counting on his fingers, working out loud, etc. While it was possible for deviant behaviors to be recorded while the child was on task, the converse was not possible.

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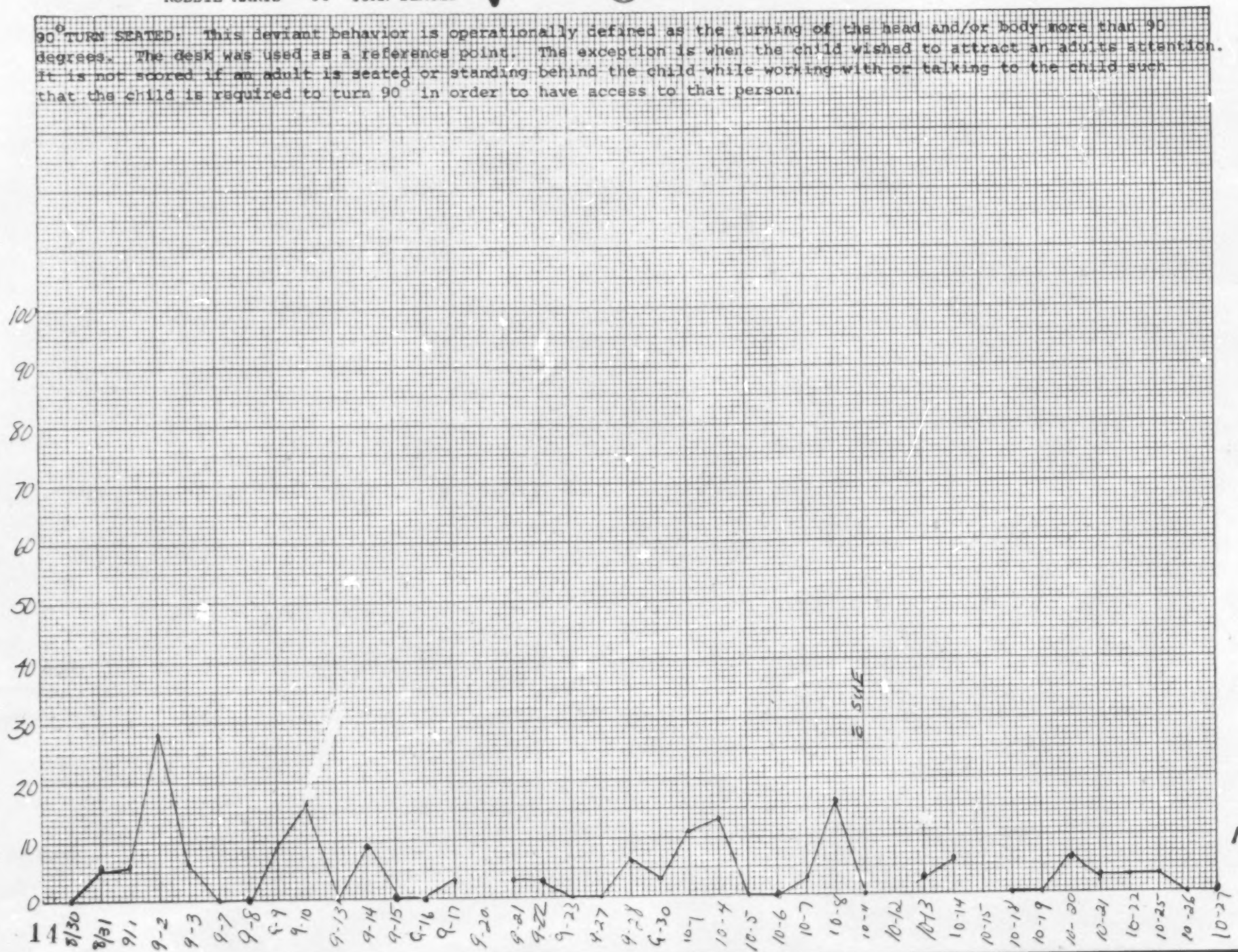
3. Teacher Contact

The teacher was operationally defined as any adult person who was interacting with the children rather than just observing them. Any contact between the teacher and the child, whether initiated by the child or by the teacher, was scored here. This included such obvious contacts as talking to the child and also less obvious ones such as gesturing or turning the child's clock on or off. Specifically scored in this area were positive teacher initiated contact, positive child initiated contact, negative teacher initiated contact, and negative child initiated contact.

ROBBIE MARTS - 90° TURN SEATED - 7

90° TURN SEATED: This deviant behavior is operationally defined as the turning of the head and/or body more than 90 degrees. The desk was used as a reference point. The exception is when the child wished to attract an adults attention. It is not scored if an adult is seated or standing behind the child while working with or talking to the child such that the child is required to turn 90° in order to have access to that person.



Student _____ Date _____ Time _____

Teacher _____ Observer _____

	1:1	S	C	Sp	R	Dr	J	H	↻	D			
S_1													
S_2													
S_1													
S_2													
S_1													
S_2													
S_1													
S_2													
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1:1 - One-to-one teacher or aide attention
S - On task
C - Crying, screaming or whining
Sp - Spinning objects
R - Cooperative response to appropriate adult command
Dr - Dropping things on floor or desk
J - head jerk
H - Audible noise
↻ - 90 degree seated
D - Daydreaming

Definitions of Behaviors

Stuart . - Exit Criteria

a. 1:1 (one-to-one teacher or aide attention)

This is operationally defined as one-to-one teacher or aide attention. The adult must interact with the child rather than just observe him and the interaction must take place continuously for a period of at least 10 seconds out of the 20 seconds of observation.

b. S (on task)

This is an attempt to assess the child's attention to the designated task material. Attending is defined as eyes being applied to the task material or to the teacher for a period of not less than 15 out of 20 seconds of observation. Exceptions to this are when the child can be clearly seen to be on task even though his eyes are off his work; for example, counting on his fingers, working out loud, etc. While it is possible for deviant behaviors to be recorded while the child is on task, the converse is not possible.

c. c (crying, screaming, or whining)

This behavior is operationally defined as a vocal sound in the form of screaming, crying or whining which is not task related.

d. Sp (spinning objects)

This deviant behavior is operationally defined as non-task related spinning or throwing of objects. The spinning must occur for a continuous period of at least 5 seconds out of a 20 second observation period. Included here is the engaging in non-functional and perseverative spinning of any object as a top.

SPA PROJECT

CHART # 1 for: Mike Winkle

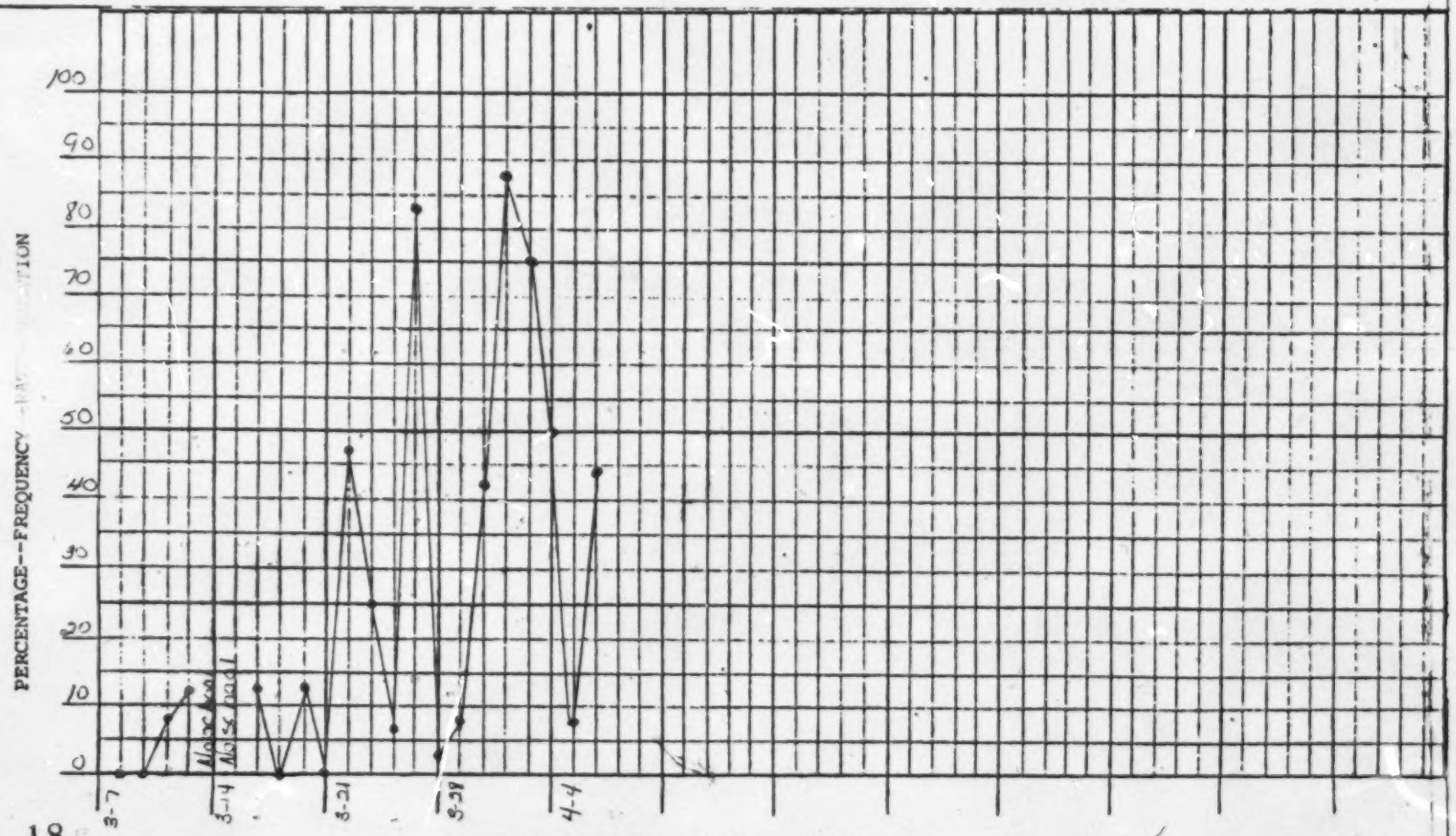
LOCATION: Classroom

MANAGERS: Sue Merryfield

DATE: 3-7-77

AIM	
A	
M	
D	

BEHAVIOR & DEFINITION: ~~Other Deviant Behavior~~ Behaviors which do not fit easily into a category previously listed and which were situational rather than absolutely deviant.



Student's Name	Date	Area Involved	Teacher's Name
	2/2/76	Social Adjustment	

Behavior: Blowing, burping, spitting, emitting air from mouth or nose by puffing, blowing, burping or spitting.

OBJECTIVE	PROCEDURES AND MATERIALS	CONSEQUENCE	CRITERIA
Decrease inappropriate blowing, burping or spitting behavior.	1. Explain to Steve that these behaviors are not acceptable in the classroom and what will happen if he emits these behaviors. 2. For each time Steve emits any of these behaviors, the following procedures will be used: a. Immediately after the behavior is observed, Steve will be told in a calm voice to go into time out. b. The teacher or aide will count to 5, giving Steve an opportunity to go into time out, unassisted. c. If he does not go independently, the male aide will assist Steve to the time-out area. d. As soon as Steve is quiet in time-out, the timer will be set for 5 minutes. If he is making noise, the timer will be reset for 5 minutes. e. When Steve has been quiet continuously for 5 minutes in time out, the male aide will instruct him to return to his desk and put his head on the desk for 30 seconds. The 30 seconds is a continuous quiet period. f. Once Steve has been quiet with head on desk for 30 seconds, his work is returned to him and he is allowed to resume working.	Removal from the classroom and interaction with others through use of time-out.	0% incidence of blowing, burping or spitting behavior in school for a 3 week period
	4/20/76 Revision: After initiating a program oriented toward understanding and using money, Steve will be able to earn play money for completing tasks and displaying acceptable behavior. If Steve is placed in time out for yelling behavior, he will be required to pay the teacher play money for this behavior.	Time Out Payment of play money	

SPA PROJECT

CHART # _____ for: Jos

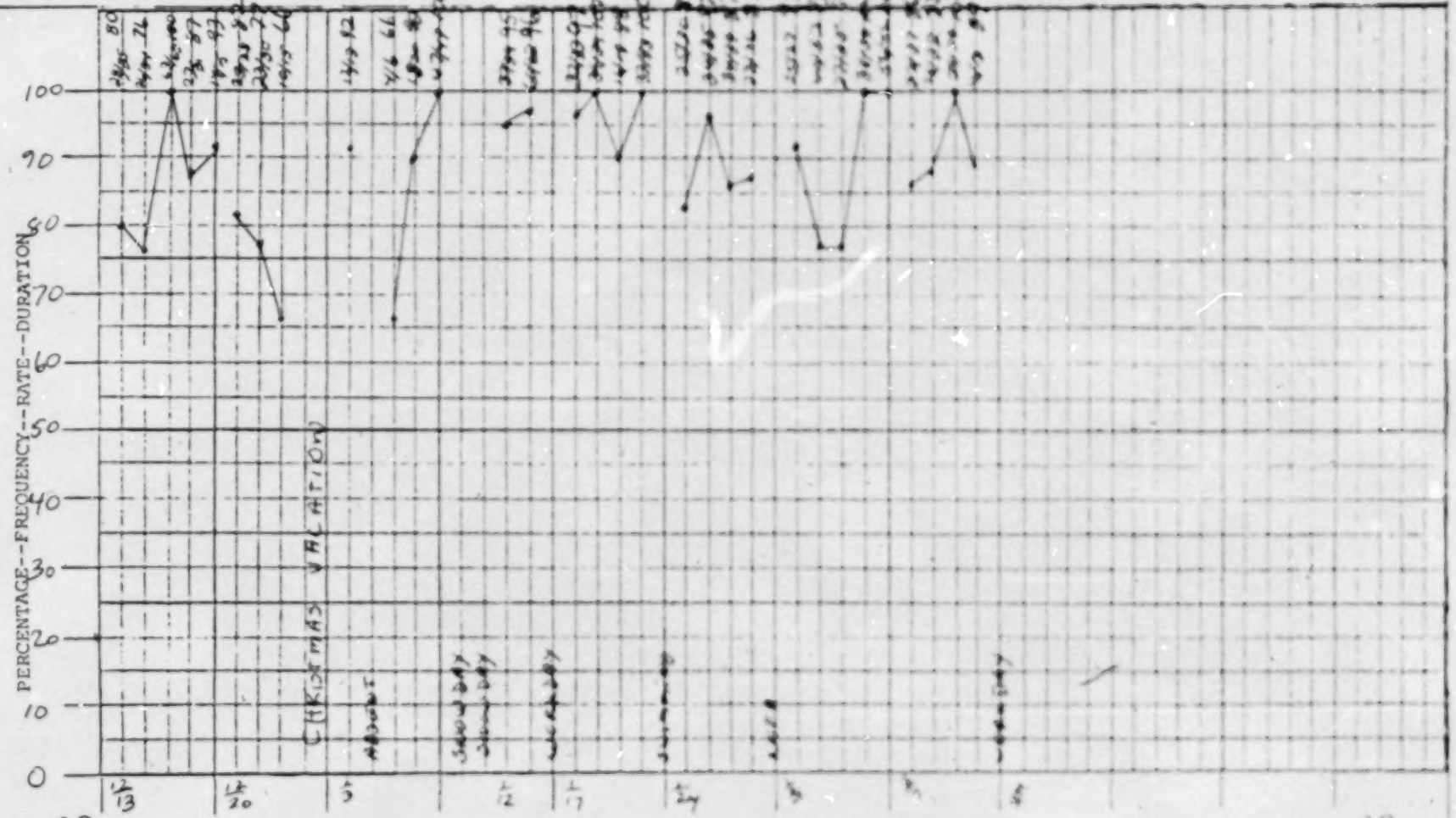
LOCATION: _____

MANAGERS: _____

DATE: _____

AIM	
A	^
M	
D	

BEHAVIOR & DEFINITION: Daily math performance



CONSECUTIVE DAYS--SESSIONS--OCCASIONS

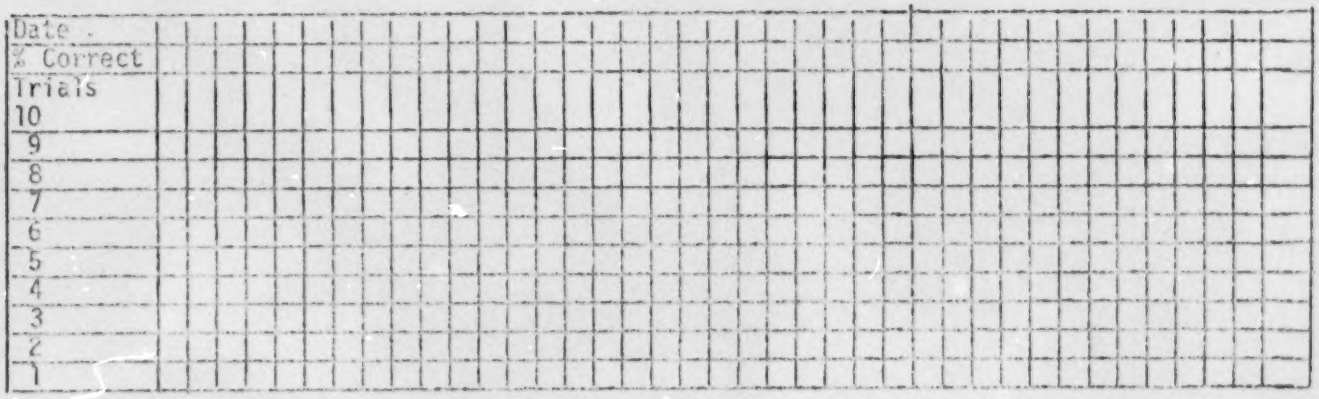
Student's Name	4/1/76 Date	Readiness Area involved	Teacher's Name

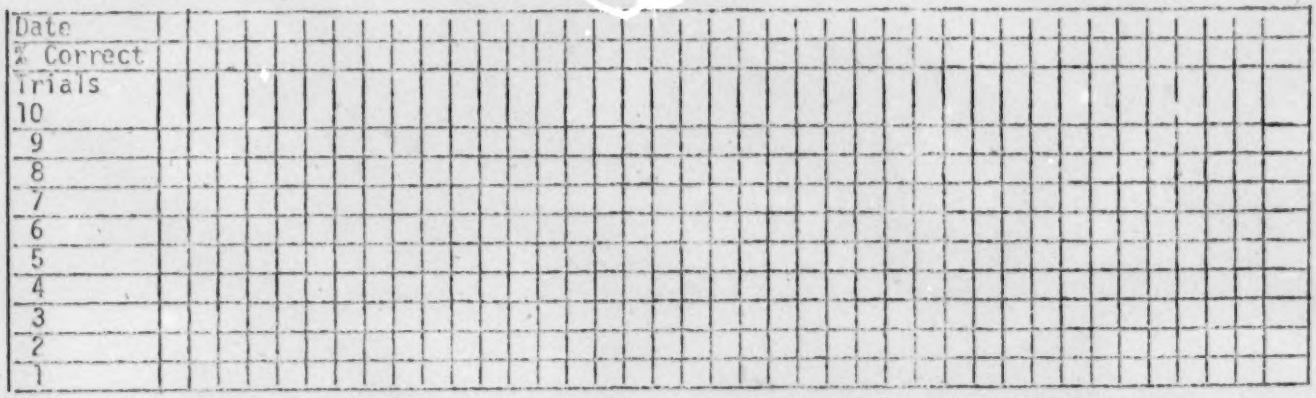
Behavior: Matching printed words and pictures of clothing - Given eight 4"x4" cards with line drawings of clothing and eight printed word cards, the student will match them by placing the word card on the line drawing with 100% accuracy on 1st trial for 5 consecutive sessions.

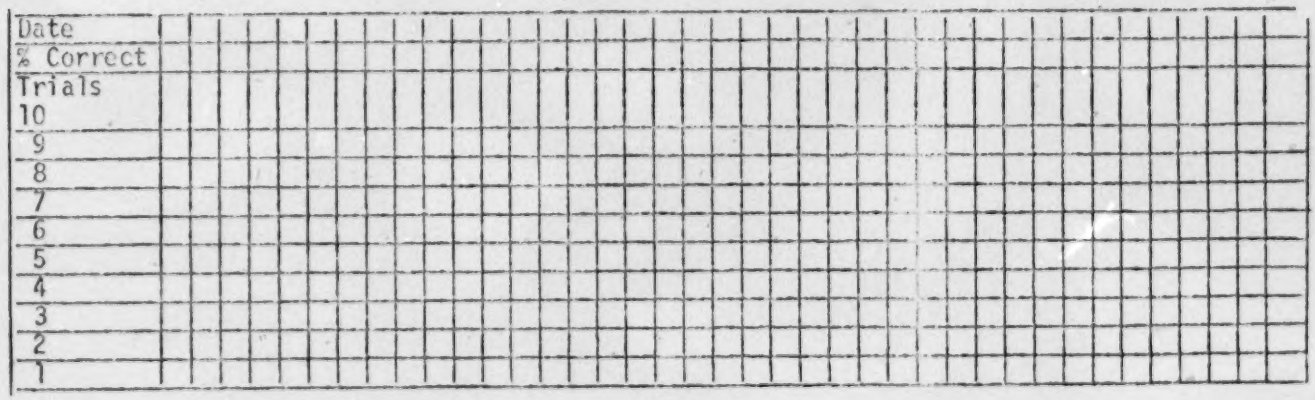
OBJECTIVE	PROCEDURES AND MATERIALS	CONSEQUENCES	CRITERIA
	Materials: 1. 8 6"x6" contact-covered posterboard squares with pictures of clothing and label of item printed across bottom of card, line drawings of: pants, shirt, belt, coat, hat, shoe, sock, dress 2. 8 4"x4" contact-covered posterboard squares of same line drawings as above 3. 8 1"x4" cards on which labels of clothing are printed		
Given 8 line drawings of clothing with label printed word cards the child will correctly match by placing the word card on the picture	Procedure A. 1. Adult places one of the 6"x6" cards on student's desk at a time saying name of picture 2. Adult hands one word card at a time to student and says, "Put this where it belongs", while saying name of word card.	Pass-Adult says, "Good, that's a _____." and touches the child's _____. Fail-Adult says, "No, try this again" while pointing to the incorrect item	100% accuracy on 1st trial for 5 consecutive sessions
Given 8 line drawings of clothing and 8 drawings of clothing with label printed on it the student will correctly match by placing the corresponding cards on top of one another	Procedure B. 1. Adult places 1 4X4 card at a time on student's desk saying name of picture 2. Adult hands one 6"x6" card to child at a time, saying, "Put this where it belongs."	Pass & fail - same as preceding	100% accuracy on 1st trial for 5 consecutive sessions
Given 8 4"x4" cards with line drawings of clothing and 8 printed word cards the student will correctly match them by placing the word card on the line drawing	Procedure C: 1. Adult hands student 4"x4" cards one at a time while saying name of picture	Pass and Fail - same as preceding	100% accuracy on 1st trial for 5 consecutive sessions

Task:_____ Student:_____ Teacher:_____

Materials:_____







Task: _____

Student: _____

Date: _____

Teacher: _____

Materials: _____

_____

_____

Scoring Summary:

3. Without Assistance

2. Verbal Cue

1. Demonstration

0. Physical Assistance

Number of Steps Correct - Number of Steps Student Made a Score of "3" on for Session

Date Time

Steps	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
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10.	
11.	
12.	
13.	
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